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ABSTRACT

GRADES OR AGES: Grades 9-12. SUBJECT MATTER: Communism. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has five units: 1) "Historical Background of Communism," which gives a brief chronology of events from Czarist Russia to the present day and outlines the organization of the government and the Communist party; 2) "Communism in Theory and Practice," set out in parallel columns, one with quotations from the constitution, the other indicating the practice, with a brief bibliography; 3) "Communism in World Affairs," under Lenin, Stalin, and Krushchev, with a list of audio-visual material; 4) "Russia Today," which very briefly indicates politics, economy, social welfare, education, religion, and the arts and literature, with a 141-item bibliography; 5) "Communism in China," with a brief chronology of the Chinese Communist Party, a history of communism in China, a list of audio-visual materials, a 100-item bibliography, and a list of periodicals. A teaching supplement includes terms, people and places to know, student projects, and topics for class discussion. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are given at the beginning of the guide, and student activities are listed in the teaching supplement. INSTRUCTIONAL MATERIALS: Books and audio-visual materials are listed for the various units. STUDENT ASSESSMENT: No special provision is made. (MBM)

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COURSE OF STUDY

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COMMUNISM

GRADES IX · XII

A PUBLICATION OF THE BOSTON PUBLIC SCHOOLS

WILLIAM H. OHRENBERGER, Superintendent

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In School Committee

December 23, 1968

ORDERED, That the Course of Study COMMUNISM, Grades IX - XII, is hereby adopted and that 1,000 copies be printed as School Document No. 2, 1969.

Attest:

EDWARD J. WINTER

Secretary

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

1968

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ACKNOWLEDGMENTS

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Cornelius J. Holland
Junior Master, History
Boston Technical High School

The Course of Study on Communism was prepared under the direction of Mr. William J. Cunningham, Associate Superintendent Emerita; and Mr. Herbert C. Hambelton, Associate Superintendent for Curriculum Design and Educational Research.

PHILOSOPHY

This curriculum guide is another step forward in the constant effort to meet the needs of our pupils, teachers, and the changing times. Its preparation involved the talents and high professional competence of many experienced teachers, as well as supervisory and administrative personnel.

The suggestions it makes regarding scope and sequence of subject matter and teaching procedures are the product of carefully considered judgments as to what pupils should learn in certain areas and how best to present the material. This provides some degree of constancy, validity, and practicality to the learning-teaching process. Further, it protects the people's right to know what is being taught in the public schools of this city.

However, this necessary and desirable structuring does not militate in any way against the flexibility of the curriculum guide. Working around the skeletal core provided by this guide, enthusiastic and ingenious teachers will use their creativity to both adapt and expand its contents. Only thus can pupils possessing a broad range of abilities and capabilities be challenged.

The effectiveness of this curriculum guide, as that of any other tool, will depend upon the skill of the user. It is to be hoped that all teachers will make it a vital part of the educational equipment they use daily, and assume a degree of personal responsibility for its evaluation and revision. From this constant refinement, on a broad base, there will evolve a curriculum of superior quality and ever increasing usefulness to the teachers it guides in the effective instruction of all pupils.

William H. Ohrenberger

WILLIAM H. OHRENBERGER
Superintendent

COURSE OF STUDY ON COMMUNISM

AIMS

1. To outline the historical background of the rise of Communism

2. To analyze the theories and practices of Communism

3. To describe the effects of Communist policy on World Affairs

4. To develop similarities and differences between Russian Communism and Chinese Communism

INTRODUCTION

This Document on Communism is offered as an extension and updating of School Document No. 4-1959 "UNIT ON COMMUNISM - ENEMY OF DEMOCRACY."

The Curriculum Committee appointed to prepare a Unit on Communism has purposely divided the course into several areas which may be studied separately. Therefore, necessarily some repetition of material will be found when the document is used as a unit.

The reasons for teaching about Communism in our high schools are well summarized in the Final Report on Communism by the Division of Civic Education of the Commonwealth of Massachusetts Department of Education, issued June 29, 1962. This report, and a number of statements by prominent leaders, supply sufficient evidence of the need to study the topic of Communism.

A letter from United States Senator Edward W. Brooke dated January 5, 1968, addressed to the Curriculum Committee, best summarizes pertinent reasons for the preparation of this Unit on Communism. An excerpt from Senator Brooke's letter follows:

".....An educational system which exposed students only to the good things in life would obviously be grossly deceptive and misleading. If the purpose of an education is, as I think we would all agree it should be, to teach young people as much as possible about the world in which they are going to live, then some of the more unpleasant facts of life must be made a part of the curriculum.

To teach boys and girls objectively about Communism seems to me a desirable project. Some people might object to this on the grounds that it could possibly influence some students to espouse the Communist philosophy. I reject this concept. It's like saying you mustn't teach young people that drink and drugs are bad and dangerous because this might cause them to become alcoholics or addicts.

We live in a very dangerous world, and the more our boys and girls of school age learn about the dangers they must confront as adults, the better informed and poised they will be. An educational system that emphasizes only the rosy side of the picture is failing abysmally. I am all for teaching students as much as possible about things like Communism. The more they learn about it, in my judgment, the less are the chances that they will be attracted. I thoroughly approve of the plans of the Boston Public School System to place new emphasis upon this subject."

COURSE OF STUDY ON COMMUNISM

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I

HISTORICAL BACKGROUND

OF

COMMUNISM

COMMUNISM

AREA I

HISTORICAL BACKGROUND OF COMMUNISM

I. HISTORICAL BACKGROUND OF COMMUNISM IN RUSSIA

A. Czarist Russia

1. Autocratic Rule in Russia
2. Romanov Dynasty
3. Imperialistic Policy

B. Russia In World War 1

1. Alliances with Western Powers
2. Military Debacle on the Eastern Front
3. Separate Peace with Germany - Treaty of Brest-Litovsk 1918

C. Collapse of Czarist Russia

1. Grievances of the Russian People
2. Failure of the War Effort
3. Influence of Rasputin at the Royal Court

D. The March Revolution - 1917

1. Abdication of Czar Nicholas II
2. Establishment of a Provisional Government
3. Kerensky Regime 1917

E. The November Revolution - 1917

1. Failure of the Provisional Government
2. Seizure of Governmental Control by the Bolsheviks

F. Establishment of Communism in Russia

1. Influence of the theories of Karl Marx
2. Militant Leadership of Nicolas Lenin
3. Unsuccessful intervention of the United States in Russia
4. Crushing of the Counter-Revolutionary White Army
5. Communist International set up in 1919 to stimulate revolutions throughout the World
6. New Economic Policy (N. E. P.) established by Lenin, 1921-28
7. Josef Stalin won struggle for control of Russian Government after death of Lenin, 1924
8. Period of Five Year Plans 1928-41
9. Bloody purges in Government and Army
10. Forced collectivization of Farms
11. Ruthless dictatorship of Stalin
12. Diplomatic recognition of Russia by the United States 1933

G. Russia in World War II

1. Nazi-Soviet Pact, 1939-41. Enabled Hitler to open the War
2. German invasion of Russia forced Soviets into alliance with the Western Powers
3. Russian military success on the Eastern Front
4. Establishment of Russian military power

H. Russia in the Post-World War II Period

1. The Cold War
2. Seizure of Eastern Europe
3. Crushing of opposition by military force, e.g. Hungary, Poland
4. Power struggle for leadership of Communist Party after death of Stalin in 1953
5. Emergence of Nikita Khrushchev as Russian Leader, 1955-56
6. Advocacy of policy of peaceful coexistence
7. Erection of the Berlin Wall, 1961
8. Cuban Missile Crisis, 1962
9. Sino-Russian ideological split
10. Deposition of Khrushchev, 1964
11. Collective Soviet leadership under Leonid Brezhnev and Aleksei Kosygin

II. ORGANIZATION OF THE GOVERNMENT AND THE COMMUNIST PARTY IN RUSSIA

A. Basic Considerations

1. There is a dual political structure in Russia

   a. The Russian Government
   b. The Communist Party

2. Real power in the Soviet Union is in the hands of the Communist Party. The elaborate governmental structure is merely a facade. Russia is firmly controlled by the Communist Party.

3. The Communist Party is the only political party allowed in Russia.

4. In reality the basis for the Soviet Regime includes the following in roughly this order of importance:

   a. Communist Party
   b. Will of the Political Leaders
   c. Communist Writings
   d. Customs and Conventions
   e. Laws and Decrees
   f. Formal Constitutions

5. The document under which the Soviet Union is theoretically governed is the Constitution of 1936 (Stalin Constitution)

B. The U. S. S. R. - Union of Soviet Socialist Republics

1. The Soviet Union is a federation of fifteen theoretically independent republics the largest of which is Russia proper, The Russian Soviet Federated Socialist Republic (R. S. F. S. F.)

2. The fifteen republics are divided into one hundred and sixteen "Oblasts" or regions.

3. Oblasts are divided into "raions" or districts

4. The smallest territorial administrative unit is the rural soviet.

C. The Governmental Structure

1. The Supreme Soviet is the legislative body of the U. S. S. R. It is not a true deliberative body but rather has as its main function the approval of decisions, laws and appointments made by the Communist Party. It is in session only a few days each year and its real influence extends to only routine matters.

2. The Presidium of the Supreme Soviet is a small executive committee that represents the Supreme Soviet when that body is not in session. Its chairman is regarded as the President or formal head of the Soviet Government. In theory this Presidium has the power to declare war, ratify treaties and the like, but in reality it carries out the will of the Communist Party. The routine work of a police state is carried out by this group.

3. The Council of Ministers is designated as the highest executive and administrative organ of state power. It carries out policies submitted to it by the Supreme Soviet. Its chairman, called the Premier, is a leading communist, thus ensuring a close link in this vital area between the State and the Party.

4. The Supreme Court of the U. S. S. R. is accountable to the Supreme Soviet and in the intervals between its sessions to the Presidium.

D. The Party Structure

1. The All Union Party Congress is supposed to be the ultimate authority of the Communist Party and be representative of the various elements of the U. S. S. R. In reality, it is unwieldy in size and meets infrequently.

2. The Central Committee of the Communist Party whose membership is dictated by party leaders is supposed to carry out the policies of the All Union Congress but, in fact, it acts on its own initiative.

3. The Presidium of the Central Committee is the basic source of power in the Soviet Union. It is by this group that the fundamental policies of the U. S. S. R. are made. Its chairman may wield extraordinary power.

4. The Secretariat is in charge of Communist Party Headquarters. It is the body that is most intimately involved in the practical workings of the Communist Party. The First Secretary is in direct and constant contact with party matters. It is considered to be the most important post in the Communist Party.

II

COMMUNISM IN THEORY AND PRACTICE

AREA II

COMMUNISM IN THEORY AND PRACTICE

PREFACE

Theoretically, the Supreme Law of the Soviet Union is the Constitution of 1936, known also as the "Stalin Constitution". It has been supplemented by the two constitutions that preceded it: The Constitution of 1918 and the Constitution of 1924. Periodically, since 1936, amendments have been made to the Stalin Constitution. In 1962, Premier Khrushchev appointed a Constitutional Commission which was designated the task of drafting a new Constitution for the U. S. S. R.

On paper, the various Soviet Constitutions provide the people with many personal liberties. They also provide for a free, representative government in which there is a separation of powers between the executive, legislative, and judicial branches of government. In actual practice, however, the U. S. S. R. is a totalitarian state in which the Communist Party has a monopoly of all power.

Sources:

Fainsod, pp. 349-385
Schlesinger, pp. 97-99, 102-105
Colegrove, pp. 93, 98-99, 158, 234-235, 247-248, 315, 343, 368

COMMUNISM IN THEORY AND PRACTICE

I. PERSONAL AND CIVIL LIBERTIES

A. FREEDOM OF SPEECH, PRESS, and ASSEMBLY

In Theory	In Practice
Under the Constitution, citizens are guaranteed freedom of speech, freedom of press, freedom of assembly, and freedom of street processions and demonstrations. Article 125 - 1936 Constitution	These freedoms cannot, in fact, be exercised to criticize the government or Party policies. These freedoms exist for those who support the Communist regime and are prohibited to those who oppose the dictatorship of the Party. Effective opposition to the Communist Party and to government policy is not permitted. Fainsod, p. 378 Colegrove, pp. 97, 122, 158-162, 168

B. FREEDOM OF RELIGION

The Constitution states: "In order to ensure citizens freedom of conscience, the Church of the U. S. S. R. is separated from the State, and the school from the Church. Freedom of religious worship and freedom of anti-religious propaganda is recognized for all citizens." Article 124 - 1936 Constitution	The Communist dictators have taken countless measures to suppress the Russian Orthodox Church, the official Church of Russia. The Communist Party encourages anti-religious propaganda, and discourages pro-religious propaganda. Religion is called the "opiate of the people". Colegrove, pp. 99-101, 337, 341-344 The Communist Party has sought to substitute Communist dogma for religious faith. In Russia, religious membership results in "second-class" citizenship. Communists are prohibited from belonging to any religious faith, or to practice any religious ceremony. Fainsod, p. 377 Colegrove, pp. 349-350

C. RACIAL DISCRIMINATION

The Constitution prohibits national or racial discrimination. Article 123 - 1936 Constitution	Actually, there has been a great deal of discrimination in the Soviet Union. Favoritism is frequently accorded to the Great Russians for key positions in the government, industry, and the Communist Party. Fainsod, p. 377 Colegrove, pp. 370-371 There were widespread persecutions of national groups, including deportations

In Theory	In Practice
	to Siberia, during and after World War II. Colegrove, pp. 22, 104, 369-372 Moslems and Jews have been particularly persecuted. Widespread attempts have been made to destroy those cultures and religions in Russia. Fainsod, pp. 377, 446 Colegrove, pp. 22, 104, 347-349, 371-372
D. EQUALITY OF WOMEN	
The Constitution states that: "Women in the U. S. S. R. are accorded equal rights with men". Article 122 - 1936 Constitution	While it is true that women have attained equal rights and equality of opportunity in employment to a large degree, this has not always benefitted women in the Soviet Union. Many married women must work because the government has set salary scales so low for many male workers in the Soviet Union. Also, women in the U. S. S. R. commonly perform laborious work such as bricklaying, construction work, loading trucks, street-cleaning, and shoveling of snow. Fainsod, pp. 376-377 Schlesinger, pp. 74, 154-155 Colegrove, pp. 323 Equality of opportunity for positions in the government, the Communist Party, and the professions does not exist to such a great degree in the Soviet Union. However, women do hold positions which require less responsibility in these areas of economy. The number of women in key Party and managerial posts is quite small. With the exception of the medical profession, which is relegated to a lower status in the Soviet Union, men out-number women in the professions. Fainsod, pp. 376-377 Schlesinger, pp. 74, 154-155 Colegrove, p. 323
E. PROTECTION OF PERSON	
The Constitution guarantees citizens of the U. S. S. R. "inviolability of the person". No person may be arrested	Actually, fear and terror has been the most dominant characteristic of Communism in the Soviet Union and China.

In Theory	In Practice
and convicted without due process of law. Article 127 - 1936 Constitution	Citizens have been arrested by the secret police or the "people's police" arbitrarily. In practice, due process of law, and the rights of accused persons, in the democratic sense of the word, does not exist in Communist countries. Fainsod, pp. 378, 421-462 Colegrove, pp. 101, 176, 236-242 Time, Nov. 10, 1967, p. 32
F. PROTECTION IN HOMES	
The Constitution further guarantees the inviolability of the homes of citizens. Article 128 - 1936 Constitution	The totalitarian nature of the regime has meant, in fact, that no citizen is safe or secure in the privacy of their homes. Fainsod, pp. 378, 421-462 Colegrove, pp. 101, 176
G. REST AND LEISURE	
Under the Constitution, citizens are guaranteed the right to rest and leisure. Article 119 - 1936 Constitution	The availability of the facilities to enjoy rest and leisure are actually quite meager. As a result, Soviet citizens enjoy few of the comforts and pleasures available to the average American citizen. Fainsod, p. 376
II. GOVERNMENT AND POLITICS	
A. DEMOCRATIC RULE	
The Communists claim that the Soviet Union is the most advanced democracy on earth. They point to the 1936 Constitution which contains a Bill of Rights. They say that the Constitution provides for a truly representative government. It creates an executive, legislative and judicial branch of government. The Soviet people are supposed to be free to select their lawmakers, who then proceed to select the executive. Colegrove, pp. 66-67, 247-248 Also The Soviet Constitution of 1936	Actually, the Presidium of the Communist Party picks the members of the legislature, the judges, and the executive. Under the dictatorship of the proletariat, the Communist Party has never permitted the Russian people to have an effective voice in their government. Colegrove, pp. 66-67, 93, 145-149, 198-199, 214-216,222, 247-248, 261 Time, Nov. 10, 1967, p. 34 Fainsod, pp. 139-141, 370-373
B. FREE ELECTIONS	
Article 57, of the 1936 Constitution designates the Supreme Soviet, or the legislative branch of the U. S. S. R. to be	In practice, "free elections," in the western sense of the term have never occurred in the U. S. S. R. The Communist

In Theory	In Practice
"the highest organ of state power". Article 58, states that the Supreme Soviet shall be "elected" by the people for a term of four years. Articles 57 & 58 - 1936 Constitution	Party hand-picks all political candidates. No opposition parties or candidates are permitted to enter the election. The citizen-voter at the polls may either accept or reject the single slate of candidates. Fainsod, pp. 138-175, 378, 382-384 Colegrove, pp. 98-99, 198, 248-251 Claims of near unanimous elections, and widespread voter-participation in the government elections, are mere propaganda. Election days are holidays for workers and peasants. For months preceding the election, the Communist Party carries out a propaganda campaign to get voters to go to the polls. Voters may approve the Communist Party candidates by merely folding their ballots, and depositing the ballots in a box. Fainsod, pp. 378-379, 382-383 Colegrove, pp. 248-251

C. PARLIAMENTARY GOVERNMENT

In form, the Soviet Government appears to function like the parliamentary government in the western countries of France, Great Britain, or Canada. The 1936 Constitution designates the Supreme Soviet, the legislative branch, to be the most important organ, and is to be elected by the people. Articles 30 to 56 - 1936 Constitution The Council of Ministers, the executive branch, is appointed by the Supreme Soviet. Articles 64 to 78 - 1936 Constitution The Supreme Court, and the Inferior Courts of the U. S. S. R. compose the judicial branch, and the judges are to be "independent". Articles 102 to 117 - 1936 Constitution On paper, the Constitution grants to the Presidium of the Supreme Soviet wide and comprehensive powers. Colegrove, p. 253	In fact, the Presidium of the Communist Party (not to be confused with the Presidium of the Supreme Soviet) exercises complete control over all branches of the Soviet government. The Communist Party rigidly controls every action by all the organs of the government. Fainsod, pp. 337, 384-385 Colegrove, pp. 66-67, 176, 208-211 248, 251-256, 259 Actually, the Communist Party has complete control over all the actions of the Presidium of the Supreme Soviet, which is, in effect, a rubber-stamp for the Communist Party. It carries out faithfully the instructions, decrees, and wishes of the Party dictatorship. Fainsod, pp. 381-385 Colegrove, pp. 176, 214-216, 253-256

D. THE COURT SYSTEM

In Theory

The 1936 Constitution designates that the Supreme Soviet, the legislative branch, select the Supreme Court judges for five-year terms.
Fainsod, pp. 374-375
Colegrove, p. 256

Judges for the "People's Courts"--the local courts--are "elected" for a term of five years.
Fainsod, pp. 374-375
Colegrove, p. 257

In Practice

The Communist Party Presidium selects the judges and forwards its nominations to the Supreme Soviet for its certain approval.
Fainsod, p. 375
Colegrove, pp. 248, 256-257

The Party Presidium also interprets laws of the land, and directs the judges to interpret the laws in accordance with its directives.
Fainsod, p. 375
Colegrove, pp. 241-242

Soviet judges, in practice, are not independent, but are committed to Party policy.
Fainsod, p. 375
Colegrove, pp. 256-257

The Communist Party Presidium presents a single slate of candidates for the judgeships of the "People's Courts".
Colegrove, p. 257

The Soviet system of justice represents a government of MEN and not a government of LAWS.
Fainsod, p. 457
Colegrove, pp. 176-177, 241-242
Time, Nov. 10, 1967, p. 34

E. FEDERAL (REPUBLICAN) GOVERNMENT IN THE SOVIET UNION

The Constitution refers to the U. S. S. R. as a "Federal State". It provides for fifteen (15) Independent Republics. Also, it is assumed that there are governments existing at three levels in the Soviet Union: the national, republic or state, and the local level.
Article 13 - 1936 Constitution
Also
Constitutions of 1918 and 1924

Actually, the U. S. S. R. is an extremely centralized and totalitarian state. It does consist of 15 Republics. However, the Communist Party dictatorship in Moscow exercises complete control over all 15 Republics--they are in fact, not Independent Republics.
Fainsod, pp. 401-403
Colegrove, pp. 257-258

Republican and local governments have no control over their specific financial affairs. The central government (from Moscow) draws up the total budget

In Theory	In Practice
	for the U. S. S. R.--this includes the national, republic, and local budgets. Fainsod, pp. 400-403 Colegrove, p. 258
III. THE SOVIET SOCIETY	
A. THE CLASSLESS STATE	
The Communists pledged, before the Bolshevik Revolution, to create a "classless state". The Communists claim that a class system creates inequality. The means by which the Communists proposed to abolish all classes was by government ownership of the means of production (factories, land, resources, capital, etc.). Communists maintained that inequality would disappear once "productive property" was no longer in the hands of private capitalists. Colegrove, p. 323	Contrary to Communist theory, economic classes do exist in the Soviet Union. Peasants have consistently been considered as a class to be inferior to the workers. Also, a third class--"an elite" --the bureaucracy, composed of intellectuals and experts mostly of the Communist Party, exists in the Soviet Union. This class represents the "ruling class" in the U. S. S. R. Fainsod, pp. 215, 270-282 Time, Nov. 10, 1967, p. 35 Colegrove, pp. 61, 145, 156, 202, 318-326, Also see chart, p. 324 Differences in income (Soviet skilled workers earn up to 5 times the wages of the unskilled workers) divide classes in the Soviet Union. Colegrove, p. 324 Newsweek, Oct. 23, 1967, p. 47 The Soviet policy of regressive taxes (sales taxes rather than income taxes) favor the wealthy over the poor. Schlesinger, p. 155 In the Soviet Union, material comforts and social prestige are afforded to the bureaucracy and the skilled workers. Colegrove, pp. 61, 145, 324-325
B. DEPENDENCE ON THE GOVERNMENT	
Under Communist doctrine, after a reasonable period of time of rule under the dictatorship of the proletariat, the Communist Revolution was to proceed to its second and final phase. At this point, the state (the government structure) would	Actually, the reverse has happened in the Soviet Union. The State, rather than "withering away" has become more totalitarian and omnipresent. The government has relied on propaganda, fear, and terror to maintain its control over the

In Theory	In Practice
"wither away," because, with the abolition of inequality and exploitation by the capitalist class, the need for government would no longer exist. Colegrove, p. 95	people. Fainsod, pp. 386-389, 421-462, 589 Time, Nov. 10, 1967, p. 32 Colegrove, p. 95 In the Soviet Union, every person who hopes to earn a living is dependent upon the government--the sole owner of productive property, and thus the sole employer. Under Communism, everyone is dependent upon the government for their livelihood. Schlesinger, pp. 152-153

IV. THE SOVIET ECONOMY

A. LABOR

Karl Marx indicated in the "Communist Manifesto" and Das Kapital, that the chief aim of the Communist Revolution was to uplift the proletariat (the workers) to the position of the ruling class.

In fact, the Communist rulers in the Soviet Union have prohibited free labor unions to exist. Workers must join company unions--which are, in fact--Communist-controlled unions. These unions are concerned not with the welfare of the workers, but with the welfare of the employer--the State.
Fainsod, pp. 376, 519-522
Colegrove, pp. 105, 314-315
Schlesinger, pp. 157-159

The Constitution states that: "Citizens of the U.S.S.R. have the right to work".
Article 118 - 1936 Constitution

Citizens are also granted the right to join labor or trade unions.
Article 126 - 1936 Constitution

Strikes are illegal and are considered to be crimes against the people and the government.
Fainsod, pp. 376, 519
Colegrove, pp. 314-315
See Also
Article 59 - Soviet Criminal Code of 1950

Communist unions deny workers the right to bargain collectively with their employer.
Fainsod, pp. 376, 521
Colegrove, pp. 314-315
Schlesinger, pp. 158-159

Workers must have passports to regulate their movement within the Soviet Union and Labor Books in their possession.
Colegrove, p. 316

In Theory	In Practice
	Slave-labor camps and forced-labor are common in the Soviet Union. However, there has been some relaxation of these coercive measures in recent years. Fainsod, p. 376 Colegrove, pp. 316-318
B. PEASANTS AND FARMERS	
The Communists claim to be concerned with the welfare of both the peasants and the workers. Under Communism, these groups are not to be exploited according to Communist ideology.	In practice, Soviet farmers are in an inferior position to the factory workers. They are the "second-class citizens" of the U. S. S. R. Colegrove, pp. 321-322, 324 (chart) Collective Farms are government-ruled. The local Communist party exercises rigid control over the collective farms and the peasants. Fainsod, pp. 530-576 Colegrove, pp. 291-293 State Farms are controlled and operated by the government. Farmers on state farms receive wages for their labor. Fainsod, p. 559 Colegrove, p. 294 In the process of forced collectivization of agriculture in the Soviet Union, millions of kulaks were killed, imprisoned, or sent to forced-labor camps. Fainsod, pp. 531-532 Colegrove, pp. 289-290 Schlesinger, pp. 71-73
C. PRODUCTION OF GOODS AND SERVICES	
Karl Marx, and the proponents of Communism, maintain that it would make possible the complete satisfaction of human needs and wants. Communist ideology purports to be concerned with the general welfare of the people-particularly the workers and the peasants.	Actually, Communism, rather than improving upon the capitalist system, or surpassing it, has been plagued with many failures. For example, there has been constant shortages of consumer goods, while the government has concentrated on industrial and military production. Fainsod, p. 578 Colegrove, pp. 58-60, 298-299

In Theory	In Practice
	Housing is the most ignored and most necessary of the shortages. Fainsod, p. 580 Food shortages have been frequent and severe throughout Communist history due to the reluctance of farmers to work on state and collective farms. Fainsod, pp. 530-576, 580 Colegrove, pp. 297-298
V. EDUCATION The Constitution grants to all citizens the right to free, public, universal education at government expense. Article 121 - 1936 Constitution Qualified students may attend higher institutions of education, tuition-free, and at the same time receive financial assistance from the government. Fainsod, p. 376 Colegrove, p. 151	In actual fact, free, public education is limited to grades 1 through 8, with additional vocational education provided to prepare young people for work on collective farms, in industry, or other sections of the Soviet economy as national needs dictate. Fainsod, p. 376 Colegrove, pp. 151-152 Newsweek, Oct. 23, 1967, p. 42 Generally, the financial assistance from the government has not been sufficient to meet the needs of students engaged in higher education. Therefore, the trend has been to carefully screen candidates for higher education and to select those who have supplementary financial resources. Fainsod, p. 376 Colegrove, pp. 151, 156 Newsweek, Oct. 23, 1967, p. 42 Education concentrates on propaganda. It seeks to teach, by indoctrination, loyalty to the Communist Party, and hatred of democratic and capitalist countries. Fainsod, p. 589 Colegrove, pp. 150-158 Newsweek, Oct. 23, 1967, p. 42 Schlesinger, pp. 136-144 The Soviet education system seeks to develop the "New Soviet Man" - a man who will support, without question, the doctrines of Communism and the directives of the Communist Party. Fainsod, p. 589 Colegrove, pp. 150-158

VI. INTERNATIONAL RELATIONS

A. PEACEFUL COEXISTENCE

In Theory	In Practice
In 1956, Khrushchev publicly denounced the doctrine of Marx, Lenin, and Stalin in regard to the inevitability of war between Communism and Capitalism. At the meeting of the Twentieth Congress of the Communist Party, Khrushchev announced the new doctrine of "peaceful coexistence" and said in effect that war between Communism and Capitalism was not inevitable. Fainsod, pp. 342-343 Also Khrushchev's Speech, Feb. 14, 1956 to the Twentieth Congress of the Communist Party	This reversal was a mere propaganda tactic. Several months later, Khrushchev denounced capitalist countries, and declared: "History is on our side, We will bury you"! Fainsod, pp. 585-586 Colegrove, pp. 16-19, 379-380 Also Khrushchev's Speech in Russia, November 18, 1956
	The Communists have also justified local wars or "wars of national liberation" against what they refer to as "capitalist imperialistic nations". Fainsod, pp. 343, 585-586 Colegrove, pp. 116
	The Soviet Union has created crisis after crisis to frustrate the cause of world peace between 1945 and the present (examples are plentiful in Europe, Latin America, the Middle East, Africa, and Southeast Asia). Fainsod, p. 345 Colegrove, pp. 6, 116-117, 388
	The Russian missile build-up in cuba in 1962 was a direct violation of "peaceful coexistence" by Premier Khrushchev. Time, Nov. 10, 1967, p. 35 Schlesinger, pp. 197-200
	The Soviet Union, as discovered by a study conducted by the U. S. Senate, has at least 300 treaty violations to its credit since the 1917 Revolution. Colegrove, pp. 13-16 See Also Senate Document No. 85, the Eighty-Fourth Congress (First Session, 1955), "Soviet Treaties and Violations". Also Senate Document No. 125, the Eighty-Fourth Congress (Second

In Theory	In Practice
	Session, 1956), "Soviet Political Agreements and Results".
	International Communist parties through "united front" governments in democratic countries, seek to forment discontent with the hope of eventual Communist control of such governments. One fact is emphatically clear: The Communists are still bent on their primary goal of world conquest and World Communism. Fainsod, pp. 584-586 Colegrove, pp. 391-392 Also Congressional Record, Mar. 1, 1962 Remarks by Senator Dirksen Also "Strategy and Tactics of World Communism," Section A - "Marxist Classics," Prepared by U. S. House of Un-American Activities Committee, May 29, 1956, p. 71
	In a speech prepared for American television, Premier Khrushchev declared: "Your grandchildren will live under Socialism". Khrushchev's Speech, June 2, 1957
B. IMPERIALISM	
The Communists denounce imperialism. They make the claim that capitalism tends to lead to imperialism. They maintain that advanced capitalist nations seek to dominate and control backward or under-developed countries as colonies, or as spheres of influence. Colegrove, pp. 392-395	Capitalist imperialism has been replaced by Soviet and Communist imperialism. At the same time that the European empires have been liquidated, and the former colonies have been granted their independence, a new gigantic Communist empire has been developed composing one-third of the world's population. This new Communist empire includes the East European Satellites, Mongolia, North Korea, North Viet Nam, and Cuba. In addition, China fell under Communist rule in 1949. Fainsod, pp. 584-586 Colegrove, pp. 5, 108-122, 395-401 Schlesinger, pp. 179-200, 219-220 Bouscaren, p. 16

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In Theory	In Practice
	World conquest and world domination remains the basic Communist goal in foreign policy. Democratic, capitalist, and under-developed countries remain the targets of World Communism. Fainsod, pp. 584-586 Colegrove, pp. 116-117, 401, 429

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III

COMMUNISM IN WORLD AFFAIRS

AREA III

COMMUNISM IN WORLD AFFAIRS

I. NIKOLAI LENIN (1917-1924)

A. Came to power in 1917 on the slogan: "Peace - bread - land"

B. Signed treaty of Brest-Litovsk - 1917

C. Overcame an internal revolution

D. Established the communist international (comintern) 1919

1. Headquarters in Moscow
2. Agencies all over the world
3. Aims subversion and revolution in foreign countries
4. Its accomplishments were generally unsuccessful except:

   a. Experience was gained in the recruiting and training of personnel, and in the development of revolutionary tactics.
   b. There were abortive revolutions in Berlin, Munich, and Hungary in 1919.
   c. Some of the radical groups in the United States were attracted to communist ideology, (example) the International Workers of the World (IWW).

E. Promoted communism in China

1. Lenin renounced Czarist claims to Chinese territory
2. He invited Chinese students to Moscow.
3. In 1921 the Chinese Communist Party was organized by 12 men, one of whom was Mao Tse-tumg
4. Lenin openly cooperated with Sun Yat-sen

F. Secretly aided German re-armament

II. JOSEPH STALIN (1924-1953)

A. Concentrated at first on establishment of Socialism in Russia

B. Established the "popular front" to combat Nazism and fascism

C. Sent aid to Spanish Republic - 1936

D. Dissolved the Comintern

1. To assure the world of Russia's peaceful intentions
2. To gain allies

E. Announced that he had modified his stand against religion (example) 1936 Constitution.

F. Led Russia into the League of Nations

G. Secured U. S. recognition of Russia, 1933

H. Signed non-aggression pact with Hitler, 1939

I. Stalin and World War II

1. Eastern Poland invaded September 1939
2. Finland attacked, 1939, and Russia incorporated Latvia, Lithuania and Estonia into U. S. S. R.
3. Russia invaded by Germany, 1941
4. Stalin and Allies cracked German frontier on both sides and on May 7, 1945 - Germany surrendered

J. Stalin and post-war policies

1. Russia sought to consolidate war gains
2. U. S. S. R. helped to formulate the United Nations and became one of the permanent members of the Security Council
3. Russia established control over several neighboring countries (examples) East Germany, Hungary, etc.

K. Stalin and the Cold War

1. U. S. S. R. blockaded Berlin after Great Britain, France and the U. S. merged their zones in Germany, 1948-1949
2. Truman Doctrine, Marshall Plan and NATO were launched to contain communism
3. U. S. S. R. fought back with the cominform, and the Warsaw Pact
4. Russia experienced a number of set-backs

   a. Greece and Turkey continued to resist communism
   b. U. S. S. R. removed troops from Iran - 1946
   c. Berlin air lift forced U. S. S. R. to lift blockade

5. U. S. S. R. exploded an atom bomb 1949
6. Chinese communists drive Chinese Nationalists to Taiwan - 1949
7. Korean War, 1950-1953

III. NIKITA KHRUSHCHEV (1955-1964)

A. He changed Stalin-Lenin policies:

1. Presented in "white paper" to the 20th Congress of the Communist Party, 1956
2. It contained three pronouncements:

   a. Peaceful co-existence is acceptable
   b. Soviets should seek an alliance with the neutralists, (the Asian and African States)
   c. War is not <u>now</u> inevitable.

3. The Results

   a. A wave of "hope" arose in satellites, resulting in a number of uprisings - for example: Poland, Hungary, East Germany.
   b. The Hungarian revolt was brutally suppressed, 1956.
   c. Communist China denounced the new ideas.

      (1) This was the beginning of the Soviet-Sino split
      (2) China held fast to Lenin-Stalin principles

4. Khrushchev's "rolling crisis" technique

   a. A "see-saw" foreign policy from aggression to detente
   b. Examples of:

      (1) The BOMB THREAT IN SUEZ CRISIS to the Spirit of Camp David
      (2) The BERLIN WALL and CUBAN MISSILE crises to the TEST BAN TREATY

5. The New Leadership

   a. On Oct. 15, 1964 - Khrushchev was suddenly removed from office.
   b. The new leadership seemed not anxious to change his policies

      (1) They have continued Khrushchev's economic aid to the "Third World" (the under-developed nations of Africa, Asia and Latin America)
      (2) They have continued to supply military aid to the North Vietnamese.

IV. FOREIGN POLICY WEAPONS

A. The U. S. S. R. has used a number of foreign policy weapons: examples of which are intelligence, propaganda, subversion, revolution and trade.

B. TRADE - as a foreign policy weapon

   1. Purpose: to bring a nation into the communist orbit
   2. Where successfully used

      a. In underdeveloped countries
      b. Especially in Asia, Africa and recently Latin America

   3. The advantages of U. S. S. R. trade over that of the free enterprise nations

      a. Russian economy represents one huge monopoly
      b. This monopoly is not necessarily in the business of making a profit

   4. How this weapon is used

a. Barter rather than money is used as a medium.
b. Prices can be fixed in favor of the emerging nation.
c. Generous interest rates and long-term credits are offered.
d. The Soviets attempt to buy-up the entire staple crop which then may be "dumped" on the free-enterprise market.
e. The country thus is effectively tied to the Soviet economy

5. Recently the effectiveness of this weapon has been reduced by the increased sophistication of theTHIRD WORLD nations.

AUDIO VISUAL MATERIAL:

Research Institute on Communist Strategy and Propaganda
University of Southern California - School of International Relations, Los Angeles, California 90007

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The Growth and Development of Communism in Russia and Eastern Europe

The Communist Leaders

The Party and Government of the Soviet System

The Soviet Economic System. Attention is given to the ways the Soviet Union has adapted Marxism to the country's particular problems and needs.

Communist Foreign Policy and the United States.

IV

RUSSIA TODAY

AREA IV

RUSSIA TODAY

I. POLITICS

A. A shift from personal dictatorship to bureaucratic authority (Meyer in Hendel and Braham. p. 52)

B. Expansion of party membership

II. ECONOMY

A. The U. S. S. R. had made enormous gains but still lags far behind the United States and Western Europe. (Wiles in Hendel and Braham, p. 67.)

B. Greater emphasis placed on production of consumer goods.

C. New program in industry - "Libermanism" - a modified profit system. Indicates a tendency toward capitalist incentives for managers and workers.

D. Consumer pressure has led the U. S. S. R. to place greater emphasis on production of quality goods. There is a greater variety of goods available.

E. Private farm plots continue to grow in importance to the peasants in the area of Soviet agriculture.

III. SOCIAL WELFARE

A. Every citizen has a health card and pays nothing directly for medical services. (Hendel and Braham, p. 104)

B. Crash building program in the area of housing, at the rate of 2 and 3 million units per year. New dwellings consist of many small apartments, rather than communal houses. (Hendel and Braham, p. 107)

C. Average Soviet worker now on a 5 day work week, although total working hours per week vary. (Hendel and Braham, p. 107)

IV. EDUCATION

A. Illiteracy almost totally removed. (Hendel and Braham, p. 109)

B. Compulsary free education for all children, grades 1-8, ages 7 to 15.

V. RELIGION

A. Religious organizations operate under the leadership of State Councils on Church Affairs.

B. The official policy of the Party leadership remains hostile to religion in any form. (Fainsod, p. 377)

VI. THE ARTS AND LITERATURE

A. A thaw set in after Stalin's death, permitting increased freedom of expression in the arts and letters. However, it has been a limited thaw, interrupted by the trials of some writers for anti-Soviet attitudes.

B. More foreign influence allowed. Some foreign broadcasts are heard without radio jamming, foreign films are shown and selected books by foreign authors are translated into Russian.

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V

COMMUNISM IN CHINA

AREA V

COMMUNISM IN CHINA

I. BRIEF CHRONOLOGY OF CHINESE COMMUNIST PARTY (CCP)

1921 - C C P formed in Shanghai

1924 - Russia renounces all territory and concessions seized by Czars

1927 - First Chinese local "Soviet" established in Hunan province; Chiang Kai-shek splits with C C P

1928 - U.S. Govt. recognizes Kuomintang as the legal government of China

1930 - C C P establishes first provisional government in Kiangsi Province
Chiang begins campaign to crush the C C P

1931 - Communists organize first Central Soviet Government of the Soviet Republic of China

1932 - Communists gain propaganda victory by declaring war on Japan

1934 - Long March begins

1935 - After 6000 mile march, Communists reach Shensi and established new headquarters

1936 - United Front against Japan

1946 - Russia withdraws from Manchuria, and Chinese Communists use it as main base against Kuomintang.

1949 - Communists take over governmental control in China, Oct. 1, 1949

1950 - China enters Korean War

1958 - "Great Leap Forward"

1966 - Great Proletarian Cultural Revolution

1967 - First Hydrogen Bomb Detonation

II. HISTORY OF COMMUNISM IN CHINA

A. Various pressures affected the people of China at the turn of the century, causing them to search for improved governmental conditions.

1. Changes in nature of trade between China and the West. Trade of opium, tea, and silk had declined appreciably, and other products did not fill the gap.

2. Work of missionaries and reactions against them. It was believed by some in China, that their political, cultural and traditional activities were being undermined by missionaries. Others believed missionaries were aiding in the development of a more modern China.

3. Seeping in of new ideas to China. Among these ideas was progress in building a better life from a material, social, and political point of view. (Missionaries encourage these ideas, which to many Chinese, were quite radical.)

4. Influence of leaseholds or concessions, and extraterritoriality. People in concessions had a higher standard of living and gave evidence to older Chinese in China proper, of freedom, more opportunity, equality of sexes, set tax rates, and better government.

5. Foreigners pressed the Chinese government for more benefits and special privileges. The conservatives in Chinese society became upset and they in turn pressured the government to resist the foreigners. The government was under pressure from both sides.

6. Localism or regionalism grew within China proper. Central government would not interfere in local decisions, and each area had to solve its own problems. A "likin" tax was established on the inland transportation of goods, which was a local, not central government tax. This tax built up the strength of local governments at the expense of the central government.

7. Chinese Imperial Maritime Customs Bureau. This was a group one-fifth of whom were foreign. It checked smuggling and formed a revenue cutter service to curtail piracy on the high seas. It charted the China coast, provided aids to navigation and produced revenue for the Chinese government. This good example served as a pressure on the Chinese government to improve.

8. Development of communications and transportation. This pressure added to the number of new thoughts and ideas to which China was exposed.

9. Development of "comprador" systems. A comprador was a Chinese citizen hired by foreign firms to work in upper echelons of business. By the beginning of the twentieth century, the compradors had learned to conduct business Western style, and brought pressure on the government to modernize, as they themselves grew into a more powerful class.

B. Various reforms were attempted at the turn of the century, with little success.

1. Army reform. A national army, organized on Western style, established four military schools set up to train officers.

2. Administrative reforms. Eleven ministries formed in an effort to get the central government to become effective and exert national leadership.

3. Legal and financial reforms attempted

4. Examination system abolished. This reform undermined the scholar class, which had traditionally provided stability in China.

C. Growth of nationalism.

1. Students who had studied abroad spread ideas of nationalism.

2. Many Western books were translated into Chinese, covering a variety of political and social topics.

3. Sun Yat-sen formed political party, Teng Meng Hui, (1905-12). Advocated Nationalism, Democracy and Livelihood. Later succeeded by Kuomintang Party.

4. Communist Party of China formed in Shanghai in 1921.

5. Strong desire to end foreign influences in China, especially by students.

D. C C P divides history into four major periods:

1. Period of First Revolutionary War, 1921-27

2. Period of Second Revolutionary War, 1927-37

3. War of Resistance against Japanese aggression, 1937-45

4. Period of Third Revolutionary War, 1945 - present

E. Attempts to organize the Chinese people.

1. From 1923 to 1927 the Chinese Communist Party reluctantly united with the Kuomintang or Nationalist Party. The Russian Comintern had ordered them to do so, for political purposes, and believed that the C C P should build up its power with the proletariat. Li Li-san and Chou En-lai organized strikes during 1929 and 1930 but these failed. Workers did not turn to Communism in sufficient numbers in industrial areas. Kuomintang Party suppressed these strikes ruthlessly.

2. In the Hunan - Kiangsi border area, Mao Tse-tung and Chu Teh formed a peasant soviet and Red Army and in 1931 a Chinese Soviet Republic was proclaimed. Mao believed that the "poor" peasants (distinguished from "rich" or "middle class" peasants) would lead the Communist movement.

3. C C P grew rapidly in the Hunan area and Mao's rise to power occurred without the help of Moscow. (Mao had been dismissed as a member of the C C P politburo in 1927, but not from the C C P itself.) In Shanghai, arrests were made of many C C P members working among the proletariat, and many C C P leaders went out into the mountain areas to work with Mao.

4. Kuomintang attempted to defeat the C C P in the mountains but in 1934 the Communists, led by Mao, managed to break out and marched nearly 6000 miles to Shensi Province and they settled in the town of Yenan. This is the famous "Long March".

5. Mao became undisputed leader of the C C P, being elected chairman of the Central Committee and the Politburo during the Long March. The group that finally arrived at Yenan was strong and well-disciplined, but small in number.

6. Party leadership announced in 1935, that it would work again with the Kuomintang against Japan. (Japan had attacked in Manchuria in 1931.) One reason the C C P followed this policy was because it was small and weak, and had to have time to expand its influence.

7. Mao sensed that Chinese nationalism was on the rise against Japan, and the C C P emphasized resistance against Japan. The Kuomintang, while fighting the Japanese, continued to emphasize the defeat of the Communists. The C C P continually raised the question, "Why should Chinese be fighting Chinese?" The Communists gained much support for their position from the people, particularly in the area where the Japanese were attacking.

8. At the conclusion of World War II, civil war between the Kuomintang and the Communists continued, until the Communists seized power officially on October 1, 1949.

F. Some reasons for consolidation of power by the Communists in China:

1. Party organization for 28 years

2. Could gain from experience of Russian Revolution

3. Had established Soviets since 1931

4. Well established leadership, closely knit and well disciplined

5. An efficient army, well trained in guerilla tactics

6. A population tired of warfare and corruption

7. An ideology, i.e.: Marxism-Leninism

8. Association with Confucian tradition - the "Mandate of Heaven" (the right to govern) had expired for the Kuomintang.

9. Appealed to nationalism and patriotism

10. No foreign armies on Chinese soil

G. Problems of the C C P

1. Reconstruction of transportation, communication

2. Ending inflation, issuing new currency

3. Organization of populace

4. Elimination of various classes in Chinese society

5. Elimination of certain institutions such as family, traditional government, foreign missionary influence

6. Agriculture and industry

H. Various campaigns to carry out Communist planning

1. Five Loves Campaign (1951)

a. For fatherland
b. For people
c. For labor
d. For science
e. For public property

2. Three Anti Campaign (1951)

a. Against Corruption
b. Against Waste
c. Against Bureaucracy within the C C P

3. Five Anti Campaign (1951-52)

a. Against tax evasion
b. Against bribery
c. Against cheating in government contracts
d. Against theft of economic intelligence
e. Against stealing of national property

I. Sino-Soviet split

1. Began with Khrushchev's de-Stalinization speech - 1956

2. Russia ended technical assistance - 1960

J. Great Leap Forward

1. A Program to speed up modernization and industrialization

2. Total collectivization of agriculture

3. Backyard mills for increased steel production

4. The program had temporary success, but created long-range problems

K. The "Great Proletarian and Cultural Revolution" - 1966

1. Central Committee meeting, August 1-12, 1966 passed a sixteen-point resolution on the Proletarian Revolution. (See Franz Michael, "Moscow And The Current Chinese Crisis", Current History, Vol. 53, No. 313, September, 1967, 1. 147.)

2. Red Guards established

3. Civil disorders in China. Eleven and a half million youth sent out into the country side by Mao Tse-tung and his second-in-command, Lin Piao, to attack the regular party organization and particularly opposition leaders Liu Shao-ch'i and Teng Hsiao-p'ing.

L. Chinese advances in nuclear development

1. First atomic test, October 16, 1964

2. Announcement by C C P of the explosion of a hydrogen bomb, June 17, 1967

M. China's foreign policy influence on Asian affairs

1. Korean intervention

2. Border disputes with Russia, especially Sinkiang, 1953 - present

3. Seizure of Tibet - 1959

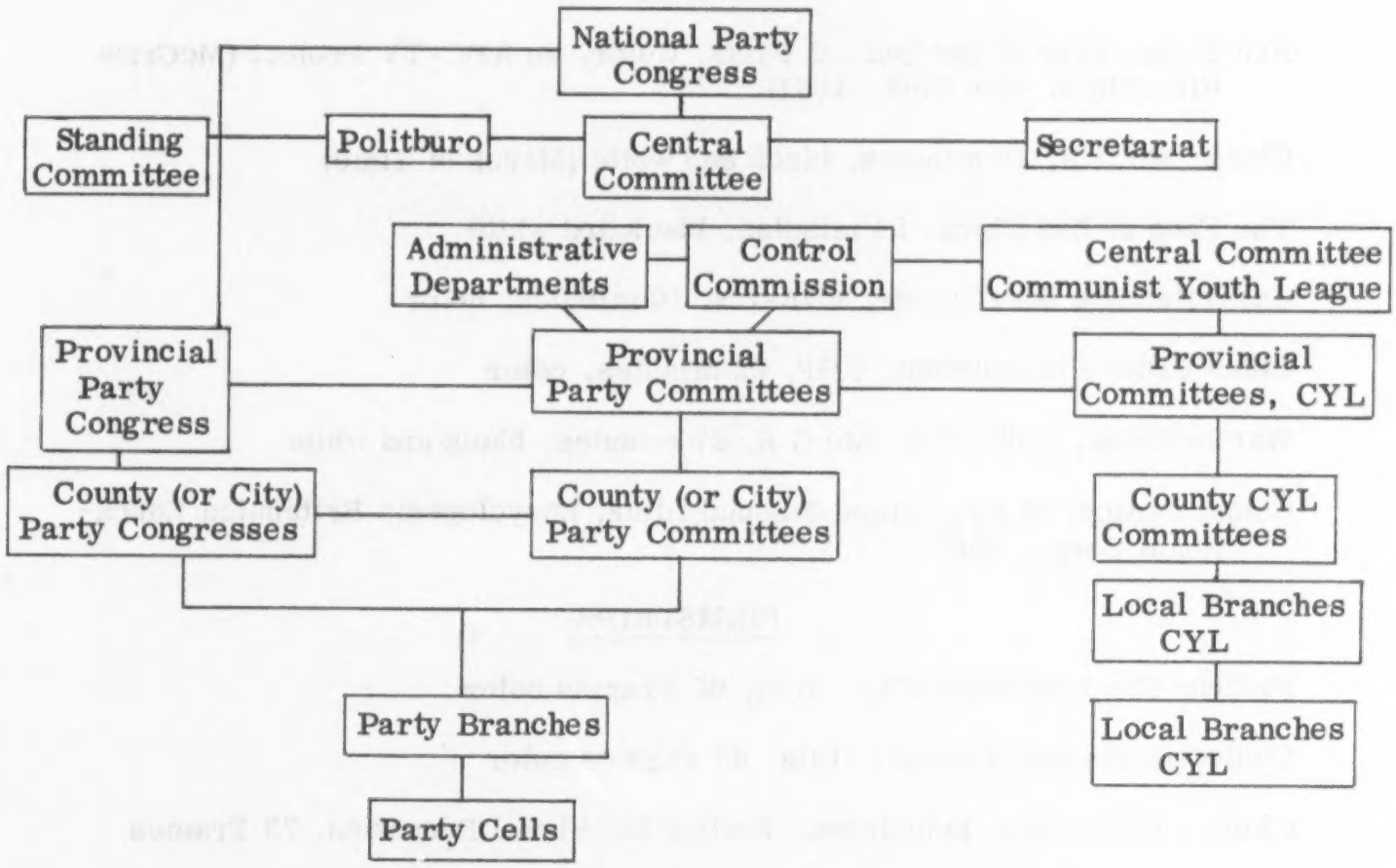
4. Border dispute with India - 1962

5. Influence in Viet Nam

6. Indonesian policies

7. Effects on underdeveloped nations, e.g., Malaysia, Cambodia, Laos, Burma, Thailand

III. GOVERNMENT OF THE COMMUNIST PARTY OF CHINA



The Standing Committee of the Politburo is the ruling group in China. Membership in all groups has not been revealed.

IV. AUDIO-VISUAL MATERIAL

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Understanding the Chinese: FDA-UN, 10 minutes, color

China Under Communism: EBF, 22 minutes, color

War In China, 1932-1945; Mc G H, 27 minutes, black and white

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Confucianism and Taoism: Life, 65 Frames, color

China - Resources, Industries: Society for Visual Education, 73 Frames

China - City Life: Society for Visual Education, 69 Frames, color

China - Land of Change and Growth: S.V.E., 73 Frames, color

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VI

TEACHING SUPPLEMENT

TERMS TO KNOW

Academic freedom
American creed
American way of life
Atheism
Athenian Oath

Balance of terror
Berlin Airlift
Berlin Blockade
Berlin Wall
Bill of Rights
Bolsheviks
Bourgeoise
Brainwashing
Brinkmanship
Bureaucracy
Business cycle

Cadres
Capitalism
Capitalism encirclement
Civil rights
Classless society
Class struggle
Cold war
Collective bargaining
Collective containment
Collective farm
Colonialism
Cominform
Commissars
Communes
Communism
Communist Bloc
Communist Front organization
Communist Manifesto
Communist Youth League
Cosmonaut
Cossacks
Council of Ministers
Cult of personality
Cultural exchange program

Daily Worker, The
Das Kapital
Declaration of Independence
Democracy
Democratic centralism
Depression
Dialectical materialism
Dictatorship
Dictatorship of the Proletariat
Disarmament
Doctor's plot
Doctor Zhivago

Economic competition
Economic planning

Fascism
Federal Bureau of Investigation (F. B. I.)
Fellow-traveler
Fifth Amendment
Fifth Column
First International
First Secretary of the Party
Five-year-plan

General Secretary
Gettysburg Address
Gosplan
Great Leap Forward
Great Proletarian Cultural Revolution
Great Purge
Great Russians
Guerilla warfare

Hiss Case, The
Hungarian Revolt

Imperialism
Indoctrination
Industrialization
Industrial Workers of the World (I. W. W.)
Infiltration
Intellectuals
Iron Curtain
Izvestia

Jury Trial

KGB (Committee for State Security)
Kitchen Garden
Kolkhoz
Komsomol
Kremlin

Kulaks
Kuomingtang

Labor theory of value
Left
Liberal
Long March, The

Machine tractor stations
Magna Carta
Majoritv rule
Marshall Plan
Menshevicks
Minority group
Minority rights
Monolith
Mother Russia
M. V.D. Ministry of Internal Affairs

National Anthem
Nationalist China
N.A.T.O.
Neutralist Bloc
New China News Agency
New Economic Policy (N.E.P.)
N.K.V.D (People's Commissariat of Internal Affairs)
Nuclear non-proliferation pact

Oblast
Opiate of the people

Party Chairman
Party line
Party Presidium
Paternalism
Pathet Lao
Peace, Land, and Bread
Peaceful co-existence
Peasant
People's courts
People's democracy
People's Republic of China
Planned economy
Pledge of allegiance
Pograms
Police state
Politburo
Popular Front
Potsdam Agreement
Pravda
Preamble to the Constitution

Premier
President of U. S. S. R.
Puppet states
Purge

Radical
Radio Free Europe
Raions
Red Guards
Reds
Red Scare
Red Square
Red terror
Reds vs. Whites
Revisionism
Right to strike
Rosenberg Case, The
Ruble
Russian Orthodox Church
Russian Socialist Federated Soviet Republics (R. S. F. S. R.)

Satellite
Scapegoat
Search warrant
S.E.A.T.O.
Secret Police
Security Council
Self-criticism
Self-determination
Slavophiles
Socialism
Soviet-Nazi Non-aggression Pact
Soviet of the Nationalities
Soviet of the Union
Soviets
Sovkhoz
Stakhanov
Stalin Constitution (1936)
Stalinism
Standard of living
State farm
Steppes
Subversion
Subversive
Suffrage
Summit Conference
Supreme Soviet of the U. S. S. R.

Tass
"Tekhnikum"
Test ban treaty

Theory of surplus value
Thesis, antithesis, synthesis
Third International
Thirty-eighth parallel
Three Peoples' Principles
Titoism
Totalitarianism
Traitor
Treason
Treaty of Brest-Litovsk
Troika
Trotskyites
Tsar
Truman Doctrine
Twentieth Congress of Communist Party
"Two Chinas"

U-2 Affair
Underground
"United Front" - strategy
U. S. S. R.
U. S. S. R. Supreme Court

Viet-Cong
Voice of America

Warsaw Pact
"Wars of national liberation"
We will bury you
"What Is To Be Done?"
White Russians
"Window in the West"
Winter Palace
Writ of Habeas Corpus

Young Pioneers

PEOPLE TO KNOW

Beria, Lavrenti P.
Breghnez, Leonid
Browder, Earl
Bulganin, Nikolai A.

Castro, Fidel
Chambers, Whittaker
Confucius

Djilas, Milovan
Dubcek, Alexander
Dulles, John Foster

Engels, Friedrich
En-lai, Chou

Foster, William Z.
Fuchs, Dr. Klaus

Gagarian, Major Yuri A.
Gomulka, Wladyslaw
Guevara, Ernesto (Che)

Hammerskjold, Dag
Hall, Gus
Hegel, George W. F.
Hiss, Alger
Hoover, J. Edgar

Kennan, George M.
Kerensky, Alexander
Khan, Ghenghis
Khrushchev, Nikita S.

Lama, Dalia
Liberman, Evsei

Malenkov, Georgii M.
Mao Tse-tung
Malinovsky, Marshal
Marshall, General George C.
Marx, Karl
McCarthy. Joseph R.
Mindszenty, Cardinal
Minh, Ho Chi
Molotov, Vyacheslav M.

Nicholas II
Nixon, Richard M.
Novotny, Antonin

Owen, Robert

Pasternak, Boris
Pavlov, S. P.
Philbrick, Herbert
Podgorney, N. V.

Rasputin, Gregori
Rosenberg, Ethel
Rosenberg, Julius

Stalin, Josef
Stalin, Svetlana
Sun, Yat-sen, Dr.
Suslov, Micael A.

Thant, U.
Tito, Marshal Josip
Titov, Gherman
Trotsky, Leon

Ulbricht, Walter
Ulyanov, Vladimir Ilyich (Lenin)

Vinson, Fred M.
Vishinsky, Andrei

Warren, Chief Justice Earl
Wyszynski, Cardinal

Yevtushenko, Yevgeny

Zhukov, Marshall G.D.

PLACES TO KNOW

Bering Strait
Berlin
Bosporus

Caucasus
Crimea
Cuba
Czechoslovakia

Dardanelles

East Germany
Egypt
Estonia

Formosa

Greece

Hungary

India
Indonesia
Israel

Jordan

Kashmir
Kiev
Korea
Kurile Islands

Laos
Latin America
Latvia
Leningrad
Lithuania

Middle East
Mongolia
Moscow

Peking
Poland

Saint Petersburg
Sevastopol
Siberia
South Viet Nam
Stalingrad (Volgograd)
Suez Canal

Tibet
Turkey

Ukraine

Vladivostok

Warsaw

Yalta
Yugoslavia

STUDENT PROJECTS: THINGS TO DO

1. Select a current issue of a local newspaper and rewrite the news to show how it might appear in the Soviet press.

2. Draw up a list of questions that you think are important for Americans to answer about Communism. Can you answer them?

3. Prepare a report on the operation of a collective farm. Consult Reader's Guide to Periodical Literature for sources.

4. In a letter to a Soviet teenager, describe the life of an average American family.

5. Study news and magazine articles on Soviet and U. S. space feats. How do the two nations differ in their handling of these events?

6. Hold a round-table discussion on various areas of tension between the Soviet Union and the United States.

7. Draw a series of cartoons or a cartoon strip highlighting the differences between social, economic, and political life in a democracy and in a Communist dictatorship.

8. Working as a class, draw up a list of the ways in which a democratic government such as that of the United States, differs from a totalitarian government such as that of Soviet Russia. Every member of the class should contribute to the list.

9. Imagine that a young friend or relative in a western European country has written to you that he is thinking of joining the Communist Party because he feels it is the only one that can solve his nation's serious economic and social problems. Write him a letter, setting forth the reasons why Communism may not be the answer.

10. Prepare five or more multiple-choice type questions based on the material dealing with limitations on civil liberties in the Soviet Union.

11. Obtain a copy of USSR, the official magazine of the Soviet Union, which is available on many newsstands. Evaluate this magazine and explain why it is published by the USSR. Also try to obtain a copy of AMERIKA, a magazine distributed in Soviet Russia by the United States Information Agency and do likewise with it.

12. Have an informal debate or panel discussion on the question: Should a Communist be allowed to state his ideas at a public meeting or on radio or television?

13. Imagine that you are a student in Soviet Russia. Write an account of your school life in the form of a diary.

14. Draw a cartoon or diagram showing how the Communist Part Presidium keeps control of activities in all parts of the Soviet Union.

15. Draw a cartoon strip showing important events in the life of Lenin or of Stalin.

16. Exhibit the following: A class committee arranges a bulletin board display of

news stories and pictures of life in Soviet Russia. Another committee arranges a contrasting display of pictures and clippings about life in the United States. Each member of the class should contribute to the display but items should be clipped only from newspapers and magazines belonging to students.

17. Prepare a chart comparing in parallel columns the economic rights and privileges of an American and a citizen of Soviet Russia. Display the chart to the class and discuss each element of contrast.

18. Draw a cartoon showing Communist leaders promising "peaceful co-existence" while they secretly plan to destroy the democracies. A suitable cartoon or cartoons could be displayed on the bulletin board or in the school corridor.

19. Prepare a poster urging Americans to be on guard against Communist tactics. Display the poster in the classroom or in the school corridor.

20. As a class state what are the basic points at issue between the Free World and the Communist World. Give for each issue listed proposed solutions and their current status.

In addition to the above, some of the Projects on Page 46 - School Document No. 4-1959 would be suitable for use.

TOPICS FOR CLASS DISCUSSION

1. Compare the geographical advantages and disadvantages of both the United States and the Soviet Union.

2. Do the many invasions of Russia in the past justify Russian fears of possible invasion today? Discuss your answer in relation to the United States, Germany, Japan, and China.

3. Had we lived in tsarist Russia, some of us might have joined revolutionary organizations. Do you agree?

4. Might Lenin have been called a traitor to his country for opposing Russia's involvement in the First World War?

5. Can acts of terror such as assassination of a tsar or unpopular government officials, bring about reforms when a tyranny rules?

6. How could the Bolshevik Revolution have been prevented? Discuss.

7. How did the two Russian Revolutions of 1917 differ? What tragic policies were followed after the March Revolution?

8. What differences exist between the society described by Marx and the one in which we live?

9. Is the Soviet state "withering away"? Discuss.

10. Marxism emphasizes the role of "classes" in history and plays down the role of "great men". Can we accept this view when we examine the history of our country?

11. Has the "class struggle" been the only cause of historical change? Discuss

12. It has been said, "The more things change, the more they remain the same". Compare Russia under the tsars and under Communism.

13. Can a government stay in power solely by the use of terror? Discuss.

14. Khrushchev was an important official when Stalin ruled. Can he be considered blameless for Stalin's crimes?

15. Though Soviet Republics have the "right" to secede, why is it unlikely that any of them will do so?

16. The U.S.S.R. has many minorities. The United States has always had minorities immigrating into this country. Contrast Soviet and American treatment of minority groups.

17. Both the United States and the Soviet Union have written constitutions. However, they differ completely in design and practice. Explain.

18. The Soviet Constitution lists more "rights for the people" than does our own. Does this mean that the Russians enjoy more liberties than we do?

19. It has been said, "Power tends to corrupt; absolute power corrupts absolutely". Does this statement apply to Soviet leaders?

20. Do Soviet elections reflect Soviet public opinion? Explain.

21. Soviet citizens are told they live in a "democracy". Would you agree?

22. Do Soviet trade unions serve the interests of the working class?

23. Why are Soviet farm statistics unreliable?

24. How does life on a Soviet farm differ from life on an American farm?

25. What factors make Soviet agricultural production the weakest link in the Soviet economy?

26. How "independent" are Russian satellites in Eastern Europe today? Give specific examples to prove your case.

27. Would a second attempt to blockade Berlin be more successful than the 1948 blockade?

28. Why was "Titoism" a threat to the Soviet Union? Have Soviet fears been realized?

29. Should we continue to furnish economic aid to Communist Yugoslavia? Give reasons pro and con!

30. How does Khrushchev's rule differ from that of Stalin? Give concrete differences. Any similarities?

31. In the long run, is it likely that the Soviets will be allies of the United States against Communist China?

32. Can there be "peaceful co-existence" between the American and Communist systems?

33. Is it likely that the Communist Chinese do not really fear atomic war? What advantages do the non-nuclear nations have over the nuclear nations in the cold war?

34. Why does a totalitarian government need a Constitution?

35. Why have there been more Soviet artists in music and ballet than in literature and painting?

36. Why did Boris Pasternak have to reject the Nobel Prize in 1958? Discuss.

37. Is the Soviet system of education more rigorous than ours? Discuss.

38. How is Soviet imperialism unlike former Western colonialism?

39. Why do the Chinese Communist leaders accuse the Russians of betraying the Communist ideas outlined by Marx and Lenin?

40. What new economic policies has the Russian Government followed since Kosygin and Brezhnev assumed power in 1964?

41. Discuss the economic reforms that have taken place in Russia under the guidance of economist Evsei Liberman.

42. Why did Soviet troops invade Czechoslovakia in August, 1968?
What implications did this invasion have upon each of the following:
The East European Satellites; N. A. T. O.; the United States?